

ACADEMIC ACHIEVEMENT IN RELATION TO SCHOOL ENVIRONMENT OF VISUALLY IMPAIRED ADOLESCENTS

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ABSTRACT

Education is one of the important factors for a country to move on, it takes into account accelerated position and enhances the economy in a greater way and eventually is taken into consideration of long lasting economy. It is due to education that an economy moves into a developed position and growth continues. An empowered workforce is able to use foreign technology. An increase in the level of education helps in the growing the size of labour force. A country with huge human capital emerges as the empowered nation in the time frame and keeps its leadership. One of the most tangible impacts of globalization and liberalization process in India has been the significance being given to the education sector by the community at large.

"There is an urgent need for additional special Educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/divyang children at the middle and secondary level, including teaching for specific learning disabilities" (NEP, 2020).

The present study intends to find out academic achievement in relation to the school environment of visually impaired adolescents. The sample size was 60 of which 30 were from residential schools and 30 from inclusive schools. From each setting 15 boys and 15 girls were taken. Objectives and hypotheses were formulated and tested in terms of the correlation coefficient. It was tabulated and analysed and finally concluded as follow: Visually impaired adolescents are the vulnerable sections of society. They need continuous support and further, they may progress with appropriate means of the school environment and other factors which may help individuals in the greater concern. From the above discussion, it has been found that there happens to be no relation in the academic achievement and school environment of visually impaired adolescents in residential schools as well as inclusive schools. However, there happens to be strong relation in the academic achievement and school environment of visually impaired adolescents in residential schools as well as inclusive schools. So in terms of gender difference boys don't find any positivity from the school environment but girls find that school has also a role in the greater efficacy in academic achievement.

KEYWORDS: Academic Achievement, School Environment, Visually Impaired, Adolescents, Residential School, Inclusive School.

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INTRODUCTION

Education is one of the important factors for a country to move on, it takes into account accelerated position and enhance to drive the economy in a greater way and eventually taken into consideration of long lasting economy. It is due to education that an economy moves into a developed position and growth continues. An empowered workforce is able to use foreign technology. An increase in the level of education helps in the growing the size of

labour force. A country with huge human capital emerges as the empowered nation in the time frame and keeps its leadership. One of the most tangible impacts of globalization and liberalization process in India has been the significance being given to the education sector by the community at large.

The Nation with the excellent stock of human form will always emerge as the empowered Nation in real time and maintain its form as long as its humanitarian value and advantage is sustained. One of the most tangible impacts of globalization and liberalization process in India has been the significance being given to the education sector by the community at large. The current buzz words are Samagra Siksha that is education for all. The term inclusive education is specified in the recently enacted New Education Policy 2020.

“The National Education policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country”, “This policy proposes the revision and revamping of all aspects of education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of the 21st century education including SDG4, while building upon India’s traditions and value systems” (NEP,2020). This Policy lays emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities both the foundational capacities of literacy and numeracy and higher order cognitive capacities such as critical thinking and problem solving, but also social, ethical and emotional capacities and dispositions (NEP,2020)

“There is an urgent need for additional special Educators for certain areas of school education, some examples of such specialist requirements include subject teaching for children with disabilities/divyang children at the middle and secondary level, including teaching for specific learning disabilities, such teachers would require not only subject teaching knowledge and understanding of subject- related aims of education, but also the relevant skills for understanding of special requirements of children” (NEP,2020).

“Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education – while indeed an essential goal in its own right- is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive and contribute to the nation, the education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background” (NEP,2020).

Academic achievement through which long term goals can be found out. Academic achievement is known as one of the goals of education in India and the World. Further in developing models of academic achievement, there is a need for tests, evaluation, such as oral tests, written tests, viva, project work etc. Learners with greater mental cope up as found by IQ test and some are greater in consciousness to find out more in academic areas.

A school is a place where students learn and where they get their first formal education. The life of students in school is charming. A student enters the school at the age of three and studies upto the age of 18 years. Every student starts his or her education life at early childhood and ends at adolescence. The time spent by a student is most important in his life. The goal of the school is to provide education. The environment outside school is totally different. A school is known for its genuineness and work culture. A student spends his most important life in school. Learning of social and emotional capability must be in-built with the curriculum. Schools differentiate students in different sections according to the intelligence quotient (IQ) level. If students would be in same or similar personalities then it would be a better option than

the IQ option. A school must organise training sessions for the students for social competence.

A school environment is mostly understood by its facilities such as playground, library, classroom, project room etc. An excellent school environment is that having all facilities for the development of the students. There are so much of academic and other activities that it intertwined with each other. An excellent school environment relates to a higher score in academic achievement. Peer support is the most important factor for academic achievement.

REVIEW OF RELATED LITERATURE

Pradhan (2003) conducted a comparative study of comprehension by blind students at the age of 5 to 14 years, the material is present through Braille and on cassettes. Outcomes of the study revealed that at higher grades-IV to VIII (10 to 14 years) the improvement in comprehension of visually impaired students is significantly better through auditory mode as compared to tactile mode in subjects- Hindi, mathematics, social studies and general science. Thus listening through the audio cassettes would be a better medium of learning at higher grades. At lower grades-I to III (5 to 9 years) learning through recorded material would increase the potentiality of comprehension in subjects- social studies, general science. Due to lack of concentration in this age group learning through Braille would be more comprehensible in subjects- Hindi, arithmetic than listening. Braille is the exclusive modality of effective and constructive learning for spelling and punctuation.

Nisar (1990) found that congenitally blind were superior in academic performance when compared with adventitiously blind. Academic achievement of both the groups was not found affected by psychological problems as well as extroversion.

Effendi (1993) conducted a study on visually disabled school going children in relation to their frustration and school achievement and concluded that frustration affects the school achievement of visually disabled students.

Viyas (1995) studied certain personality traits of blind students as compared to sighted students. One of the objectives of the study was to compare the academic achievement of blind students with those of sighted students. 360 blind students and 360 sighted students from grades VIII to X were included in the sample. The results of the study reported that sighted students were possessing higher academic achievement than blind students. The academic achievement of blind male students was higher than blind female students.

Khan (1999) remarked that visually challenged were lower in mathematics but higher in literature and their recall power was found to be superior. The investigator concluded that retardation in academic status maybe because of the imbalanced personality of the child. Full participation and equality would be helpful in minimizing the personality disorders and low academic status due to confinement in a special environment.

Rai (1991) attempted to explore effective cooperative learning strategies for promoting a constructive relationship, positive attitudes and integration between disabled and nondisabled peers in the regular classroom. It has been found that cooperative-learning experiences promote a closer relationship between the disabled and the non-disabled. When learning situations are structured cooperatively they work together, interact in positive ways, feel supported and are encouraged to achieve.

Lali (1995) conducted a study to compare the scholastic performance of the visually handicapped pupils studying under the integrated system with that of the normal pupils in classes VIII, IX and X in secondary schools of Kerala. The

study reported that the children with visual impairment performed at par with their non-disabled peers in an integrated setting.

Follansbee et al. (1997) remarked that there is no significant difference between integrated and non integrated classrooms in general. However, a significant difference was found in favour of integrated classrooms, in which students from integrated classrooms outperformed students from the non inclusive classrooms in at least one out of nine courses. The study further revealed that there was no significant difference in overall satisfaction between two groups of students and two groups of parents. The study came out in favour of an inclusive environment even for non-disabled students.

Punani (1997) made comparative evaluation of the effectiveness of different modes of education of visually impaired children. The sample comprised of a total of 130 visually impaired children, 50 children were from integrated education, 26 from semi-integrated education and 54 from residential schools. The study found integrated education to be more effective than residential education. Moreover, semi-integration was the most effective mode in enrolling these students.

Mani (2000) reported that inclusive education programmes increase the enrolment of disabled children in both rural and urban areas. Approximately 80,000 children with disability were educated in the 18,000 general schools of the country. The retention rate among disabled children has been reported high as compared to non-disabled children. Parents of children with special needs prefer inclusive education programmes for their children rather than sending them to special schools.

Uppal and Dey (2001) concluded that education in segregated or special schools does not provide support for all round development of the individual with disabilities. Deb et al. (2002) compared the efficacy of the integrated education system with that of the special education system. The study included a sample of 101 visually handicapped children from two pioneer residential schools for the blind population in Kolkata. The results indicated that the students undergoing integrated education were more ambitious than those undergoing special education. Moreover, the students of integrated education developed a broader outlook towards life.

OBJECTIVES

This study was to seek the objectives as follows:

- Academic achievement of V.I adolescents in relation to school environment
- Academic achievement of V.I adolescents boys in relation to residential school environment
- Academic achievement of V.I adolescents girls in relation to residential school environment
- Academic achievement of V.I adolescents boys in relation to inclusive school environment
- Academic achievement of V.I adolescents girls in relation to inclusive school environment

(V.I means visual impaired)

HYPOTHESES

The present study constructs the following hypotheses :

- There is no difference in academic achievement and school environment of V.I boys adolescents in residential

school.

- There is no difference in academic achievement and school environment of V.I girls adolescents in residential school.
- There is no difference in academic achievement and school environment of V.I boys adolescents in inclusive schools.
- There is no difference in academic achievement and school environment of V.I girls adolescents in inclusive schools.

METHODOLOGY

In this study survey method was used. This is about academic achievement in relation to the school environment of V.I adolescents. This study has the target population is visually impaired adolescents studying in the residential school meant for visually impaired adolescents and inclusive schools in the age of 12 years to 17 years. The sample has been drawn at random from all residential schools and inclusive schools for the visual impaired studying under U.P Secondary Board, Uttarpradesh. The total sample size was 60, out of which 15 boys and 15 girls from residential school and 15 boys and 15 girls from inclusive schools. The sample size was visually impaired adolescents who passed 10th board in the year 2020. Data has been collected by the investigator through digital mode due to corona 2019 and all the data has been collected only for the research purpose. After the collection of data it has been tabulated, analyzed using appropriate statistical measures and then discussed as follows.

DISCUSSION

The present study investigates the academic achievement in relation to the school environment of visually impaired adolescents. Data collected as above by the investigator has been analysed and discussed as follows:

Table 1			
I. Correlation on academic achievement & school environment of V.I boys in residential School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	School Environment	-0.297	< 0.01
II. Correlation on academic achievement & school environment of V.I girls in residential School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	School Environment	-0.740	< 0.01
III. Correlation on academic achievement & school environment of V.I boys in Inclusive School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	School Environment	-0.070	< 0.01
IV. Correlation on academic achievement & school environment of V.I girls in Inclusive School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	School Environment	-0.550	< 0.01

From the above table no: 01 it has been found that there is a negative correlation ($r = -0.297$) on academic achievement & school environment of visually impaired boys of residential School. The computed value of coefficient of correlation ($r = -0.297$) is found to be not significant for the visually impaired boys in residential School. But this negative correlation is so small that it can be considered as no correlation between two variable concerned and so there is no relation between academic achievement & school environment in visually impaired boys in residential School and so the null hypothesis "there is no difference in academic achievement and school environment of visually impaired boys adolescents

in residential school" is accepted, that means school environment must not have any impact on academic achievement of V.I boys in residential School.

Further, it has been seen that there is a strong negative correlation ($r = -0.740$) on academic achievement & school environment of visually impaired girls of residential School. The computed value of coefficient of correlation ($r = -0.740$) is found to be significant for the visually impaired girls in residential School. There is strong relation found on academic achievement & school environment in visually impaired girls in residential School and so the null hypothesis "there is no difference in academic achievement and school environment of visually impaired girls adolescents in residential school" is rejected, that means school environment must see a strong focus on the academic achievement of visually impaired girls in residential School.

Again in the context of inclusive school, it has been seen that there is a negative correlation ($r = -0.070$) on academic achievement & school environment of visually impaired boys of inclusive School. The calculated value of coefficient of correlation ($r = -0.070$) found to be not significant for the visually impaired boys in inclusive School. But this negative correlation is so small that it can be considered as no correlation between two variables concerned and hence no relation between academic achievement & school environment in visually impaired boys in inclusive School and so the null hypothesis "there is no difference in academic achievement and school environment of visually impaired boys adolescents in inclusive school" is rejected, that means school environment does not have any other impact on the academic achievement of V.I boys in inclusive School.

Further, it has been seen that there is a strong negative correlation ($r = -0.550$) on academic achievement & school environment of visually impaired girls of inclusive School. The calculated value of coefficient of correlation ($r = -0.550$) was found to be significant for the visually impaired girls in inclusive School. So strong relation on academic achievement & school environment in visually impaired girls in inclusive School and so the null hypothesis "there is no difference in academic achievement and school environment of visually impaired girls adolescents in inclusive school" is rejected, that means school environment must see a strong impact on the academic achievement of visually impaired girls in residential School.

CONCLUSIONS

Visual impaired adolescents are the vulnerable sections of society. They need continuous support and further, they may progress with appropriate means of the school environment and other factors which may help individuals in the greater concern. From the above discussion, it has been found that no relation in the academic achievement & school environment of visually impaired students in residential school as well as inclusive schools but strong relation in the academic achievement & school environment of visually impaired students in residential school as well as inclusive schools. So in terms of gender difference boys don't find any positivity from the school environment but girls find that school has also a role in the greater efficacy in academic achievement.

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